



English 12
Examination Booklet
2010/11 Released Exam
August 2011
Form A

DO NOT OPEN ANY EXAMINATION MATERIALS UNTIL INSTRUCTED TO DO SO.
FOR FURTHER INSTRUCTIONS REFER TO THE RESPONSE BOOKLET.

You have **Examination Booklet Form A**. In the box above #1 on your **Answer Sheet**, fill in the bubble as follows.

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PART A: STAND-ALONE TEXT

7 multiple-choice questions
1 written-response question
Value: 23%

Suggested Time: 25 minutes

INSTRUCTIONS: Read the following poem, “Ordinary Life,” and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

Ordinary Life

by Barbara Crooker

This was a day when nothing happened,
the children went off to school
without a murmur, remembering
their books, lunches, gloves.
5 All morning, the baby and I built block stacks
in the squares of light on the floor.
And lunch blended into naptime,
I cleaned out kitchen cupboards,
one of those jobs that never gets done,
10 then sat in a circle of sunlight
and drank ginger tea,
watched the birds at the feeder
jostle over lunch’s little scraps.
A pheasant strutted from the hedgerow,
15 preened and flashed his jeweled head.
Now a chicken roasts in the pan,
and the children return,
the murmur of their stories dappling the air.
I peel carrots and potatoes without paring¹ my thumb.
20 We listen together for your wheels on the drive.
Grace² before bread.
And at the table, actual conversation,
no bickering or pokes.
And then, the drift into homework.

¹ paring: *cutting*

² Grace: *in this context, a prayer before a meal*

25 The baby goes to his cars, drives them
along the sofa's ridges and hills.
Leaning by the counter, we steal a long slow kiss,
tasting of coffee and cream.
The chicken's diminished to skin & skeleton,
30 the moon to a comma, a sliver of white,
but this has been a day of grace
in the dead of winter,
the hard cold knuckle of the year,
a day that unwrapped itself
35 like an unexpected gift,
and the stars turn on,
order themselves
into the winter night.

1. "the children went off to school
without a murmur, remembering
their books, lunches, gloves"

In the context of the poem, what do the above lines (lines 2–4) imply about the children?

- A. They are still sleepy.
 - B. They are eager to go to school.
 - C. They are anxious to please their mother.
 - D. They are uncharacteristically well-behaved.
2. What does "And lunch blended into naptime" (line 7) suggest about the speaker?
- A. She treasures quiet time with her baby.
 - B. She is comfortable with her daily routine.
 - C. She is immersed in the rhythm of this day.
 - D. She values the opportunity to finish her chores.
3. Which sound device is used in "murmur of their stories" (line 18)?
- A. alliteration
 - B. cacophony
 - C. internal rhyme
 - D. onomatopoeia

4. What does “we steal a long slow kiss” (line 27) suggest?
- A. The children demand too much attention.
 - B. The parents have little time alone together.
 - C. The children do not like to see their parents kiss.
 - D. The parents are not usually outwardly affectionate.
5. Which literary device is used in “the hard cold knuckle of the year” (line 33)?
- A. pun
 - B. juxtaposition
 - C. personification
 - D. understatement
6. Which quotation best expresses the central idea of the poem?
- A. “This was a day when nothing happened” (line 1)
 - B. “And at the table, actual conversation” (line 22)
 - C. “but this has been a day of grace / in the dead of winter” (lines 31 and 32)
 - D. “and the stars turn on, / order themselves / into the winter night” (lines 36–38)
7. Which term best describes the form of the poem?
- A. ode
 - B. lyric
 - C. ballad
 - D. dramatic monologue

PART A: STAND-ALONE TEXT

INSTRUCTIONS: In paragraph form and in at least **150 words**, answer question 1 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space to plan your work. The mark for your answer will be based on the appropriateness of the examples you use as well as the adequacy of your explanation and the quality of your written expression.

1. Discuss irony in the poem “Ordinary Life.” Use paragraph form and support your response with specific references to the text.

Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

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PART B: SYNTHESIS TEXT 1

14 multiple-choice questions

Value: 17%

Suggested Time: 25 minutes

INSTRUCTIONS: Read the following passage, “Blindly He Goes...Up,” and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

Blindly He Goes...Up *Sports Illustrated*, July 25, 2005

by Steve Rushin

- 1 Before he climbed to the summit of Mount Everest four years ago, Erik Weihenmayer felt compelled to prove to his disbelieving sherpas¹ that he really was blind. So he pulled down his lower left eyelid, leaned forward and let his prosthetic² eye drop into his cupped hand, like an olive into a martini glass. When he offered to remove his false *right* eye, the head sherpa, Kami Tenzing, protested preemptively, “No, no, no! I believe you!”
- 2 But then Weihenmayer’s whole life beggars belief. As a fifth-grade teacher in Phoenix he once snatched, from the hand of a girl, the crinkling note she was about to pass. Then he threatened to read it to the hushed class. “The kids knew I was blind,” he says. “But I was also their teacher, so they figured somehow I’d be able to read it.”
- 3 While he can’t do that, the 36-year-old Weihenmayer is a skydiver, a paraglider and a marathon runner. He has climbed the Seven Summits (the highest peaks on each continent) and completed Primal Quest, billed as the world’s most dangerous endurance race. After climbing Mount Elbrus, the tallest peak in Europe, Weihenmayer *skied* the 10 000 feet³ to base camp. He has scaled



the rock face of Yosemite’s El Capitan, the icefall of Polar Circus in the Canadian Rockies and—upon returning from Everest—the fibreglass Matterhorn at Disneyland.

- 4 Weihenmayer was born legally blind. By age 13 he was entirely blind. Nevertheless, he became a superb high school wrestler.

¹ sherpas: *members of a Tibetan tribe who are famous mountain climbers*

² prosthetic: *artificial replacement*

³ feet: *1 foot = approximately 0.3 metre*

As a teenager he went on exotic hikes with his father, Ed, a Marine pilot. “We were walking from valley to valley on Kilimanjaro⁴, and Erik suddenly says, ‘Is there a new flower here?’ ” recalls Ed. “And I said, ‘As a matter of fact, Erik, there is.’ And in front of us, though I hadn’t noticed it before, was a whole meadow of beautiful purple flowers.”

- 5 In 1991, Erik graduated from Boston College with a degree in English and embarked on his teaching career. Two years later he moved from Phoenix to Colorado and decided to join a gym. Traveling to the gym by city bus, he got off at a park whose concrete pathways he could navigate alone. When he found those paths obscured by fresh snowfall, Weihenmayer wound up walking into a duck pond. So he returned to the bus stop and tried again. And again. When he finally did reach the gym, it was closed. “Faced with that kind of frustration,” he says, “you can look at life as a nightmare or as an adventure. I chose adventure.”
- 6 Last year Weihenmayer was climbing a rock face in the Dolomites with his friend Mike O’Donnell when the pair paused to rest, halfway up the 2 000-foot ascent, on a ledge two feet deep and 10 feet long. “You’re not gonna believe this,” O’Donnell told Weihenmayer when the two were safely seated, “but there’s another blind guy up here.” He was an Austrian named Andy Holtzer, and last week he and Weihenmayer and Hugh Herr—an American climber with two prosthetic legs—returned to the Dolomites to give a weeklong clinic for novice and disabled climbers. Weihenmayer hikes with two telescoping trekking poles and always climbs with at least one partner who wears a bell. He climbs not because he’s superhuman, but precisely because he’s human. Weihenmayer didn’t climb Everest “because it’s there.” He climbed Everest, he likes to say, “because *we’re here*.”

⁴ Kilimanjaro: *high mountain in Africa*

- 7 “I think climbing is built into our human code,” says Weihenmayer. “It’s why we build skyscrapers. We’re a species of Walter Mittys, always striving beyond our reach.”
- 8 In 2001, he became the first and only blind man to summit Everest, a feat that put him on the cover of *Time* Magazine. “It’s the size of the floor of a one-car garage,” Weihenmayer says of the 29 035-foot high peak. And you should have heard the view from up there. “It’s loud,” he says, “the sound of sound traveling infinitely through space.”
- 9 Weihenmayer’s wedding was on Kilimanjaro, with its purple meadows. He met his wife, Ellen, when both were teachers at Phoenix Country Day School. Their workplace romance was revealed at a faculty meeting, when Erik’s guide dog, Wizard—who was trained to walk to the first empty chair in the conference room—strode straight over to Ellen, laid his head in her lap and began panting. The room erupted in laughter and applause. The couple now has a five-year-old daughter, Emma.
- 10 In September, Weihenmayer can be seen in *Climb Higher*, a documentary film about his 2004 return to Everest. In a country where some believe blindness to be caused by karma—payback for previous sins—Weihenmayer led six blind Tibetan teens 21 500 feet up the mountain’s north face. In doing so he again added to the fund of human knowledge about what our species can and cannot do. “He is a modern-day alchemist who has turned the lead of his life into gold for the world,” says his father of the son who stood atop the planet’s tallest peak and saw only one direction to go from there: up.

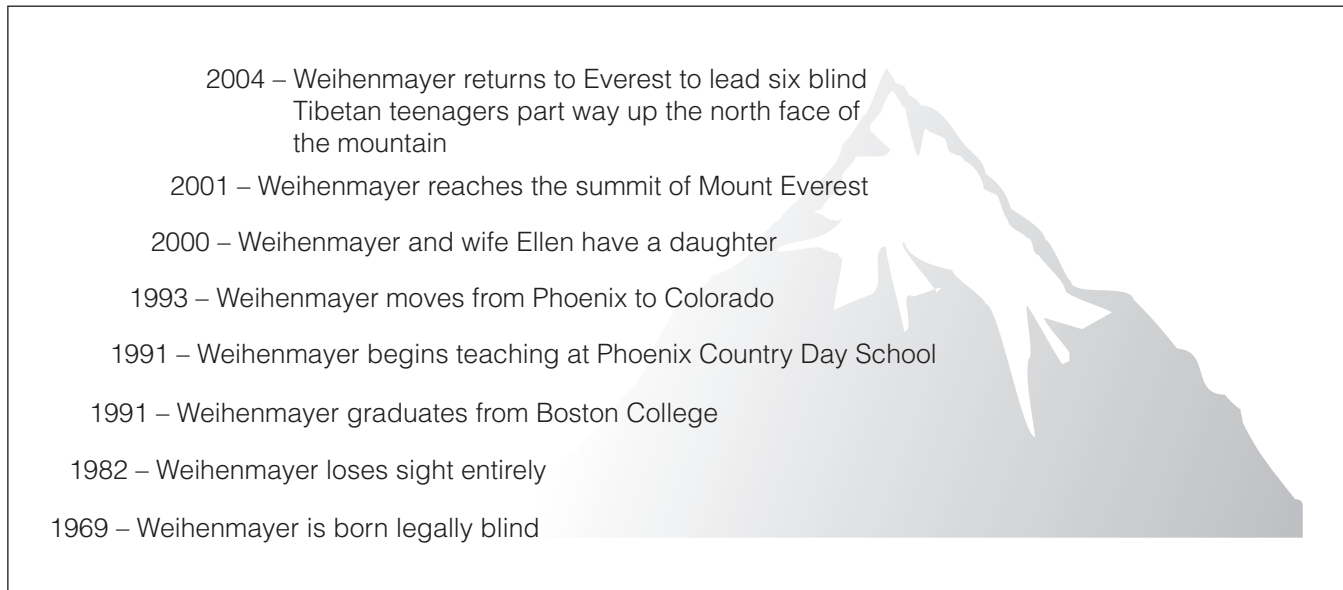


Figure 1

8. What conclusion can be drawn about Weihenmayer's attitude toward his disability based on the incident described in paragraph 1?
- A. It is grateful.
 - B. It is defeatist.
 - C. It is accepting.
 - D. It is bewildered.
9. How did Weihenmayer know the note was being passed (paragraph 2)?
- A. He heard the paper rustling.
 - B. He heard the students giggling.
 - C. He sensed the girl's movement.
 - D. He sensed that the class was distracted.
10. What is a primary purpose of paragraph 4?
- A. to introduce Weihenmayer's father
 - B. to show how difficult Weihenmayer's life has been
 - C. to provide background information about Weihenmayer
 - D. to demonstrate Weihenmayer's early skills as a mountain climber

11. In paragraph 5, what caused Weihenmayer's final frustration?
- A. The gym was closed.
 - B. Snow had covered the path.
 - C. He walked into a duck pond.
 - D. He had to retrace his steps several times.
12. Which term best describes, “ ‘You're not gonna believe this' ” (paragraph 6)?
- A. slang
 - B. jargon
 - C. oxymoron
 - D. apostrophe
13. “He climbs not because he's superhuman, but precisely because he's human” (paragraph 6)
- What does the above quotation imply about Weihenmayer's beliefs regarding people?
- A. He recognizes their need for approval.
 - B. He recognizes their need to face challenges.
 - C. He thinks that they should be physically active.
 - D. He believes that they should acknowledge their limitations.
14. With reference to Figure 1, which is the most appropriate title for the time line?
- A. Major Challenges in Weihenmayer's Life
 - B. Significant Events of Weihenmayer's Life
 - C. Comprehensive Review of Weihenmayer's Life
 - D. Personal Accomplishments in Weihenmayer's Life

PART B: SYNTHESIS TEXT 2

INSTRUCTIONS: Read the following excerpt from “Versabaille,” and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

As a child, the narrator heard stories about his Uncle Jim. As an adult, he returns from Canada to South Africa where he meets Uncle Jim and hears the stories first-hand.

Versabaille

by Bill Schermbrucker

- 1 To leave us feeling tranquil for the night, my father would tell of the advantage Jim had by being blind: “At lights-out he could just go on reading! We’d all have to put our books away, and there Jim would be with his Braille book under the blankets, chuckling away to himself.”
- 2 As a child, that was all I knew about Uncle Jim. Now he is 85, and still active. He has lived most of his life in Cape Town¹, where, before he retired, he had a thriving physiotherapy practice. Early each morning, he’d walk down Rondebosch Road to the station, and take the suburban train to town. Then up the length of Adderly Street to his office. From there he also travelled to patients in three separate hospitals, one of which was at least a mile² from the train. I don’t know how, but he managed all this without complaint or apparent difficulty, and in his spare time he crusaded for the blind, and was specially interested in ways to make them independent.
- 3 He was seventy-seven when I saw him, and he told me he was raising money to buy Versabaille machines. “We could probably have raised quite a lot more by now,” he said, with a bitter edge to his voice, “if I hadn’t had to spend so much of my energy speaking out against guide dogs!”
- 4 “What’s the matter with guide dogs, Uncle Jim?”
- 5 “Nothing!” he said. “They’re fine animals.” And then, after a storyteller’s pause, he added: “Only trouble is, they don’t live to be threescore and ten, you know. Twelve or thirteen years, and they kick the bucket. Meanwhile the blind person’s that much older, and believe you me, it’s not easy to adapt to a new dog. No, man, having a dog cramps your style in the end. I know quite a few blind people who’re homebound now, because their second or third dog died. A Versabaille’s a lot more worth having.”
- 6 We were sitting in the crowded living-room of my half-brother’s little house in Cape Town. A dozen of my relatives had assembled, for I had been in Canada over twenty years, and this was my first trip back to Africa. It was a marvelous evening, full of stories.
- 7 Uncle Jim cannot remember actually seeing things. But he was not born blind. His parents accepted his blindness. They arranged for him to have piano lessons. Did they hope that he might be able to earn a living as a concert pianist, or were they just trying to give him a gift, something extraordinary that he could become good at, and feel a measure of control over? I don’t know. After he passed the

¹ Cape Town: *a city in South Africa*

² mile: *approximately 1.6 kilometres*

Conservatory grade, they sent him for physiotherapy training. Was that their plan or his? Either way, it worked. Meanwhile, his father, a magistrate, never got a big city posting, but stayed content at little towns in the Cape.

- 8 “Your father doesn’t seem to have been ambitious, Uncle Jim,” I say, “is that right? I don’t hear much about him.”
- 9 “My father,” he declares, in that stern, proud voice, “my father gave us all a name to live *up to!*”
- 10 And then Uncle Jim smiles, and begins:
- 11 One day, when I was seven years old, and the family was living in Tulbagh, my father called me into his study.
- 12 “Jim, I want you to go to town and get something for me, all right?”
- 13 “*Me, Dad?*” the blind boy protests. “But I’ve never *been* that far on my own before!”
- 14 “Come, come, you’re old enough,” his father says adamantly. “Off you go and buy me two ounces³ of Rum and Maple at the tobacconist.”
- 15 “Ag, Daddy, how will I know the shop?”
- 16 “You’ll smell it, man! Here’s the money. Go now. I’ll be in my study when you come back.”
- 17 The terrified little boy, with a shilling⁴ tight in his left hand, tap-taps his cane along fences, then tall grass and ditches, block after block. He stands at the side of the road wondering if he dare cross. The clapping of horses’ hooves is mixed in with the rumble of wagon wheels, and a chudder of Model Ts⁵. Little Jim can’t separate out the sounds enough to get the picture. Finally, he takes a deep breath, holds his white stick high in the air, and marches slowly, determinedly across the road. Terrified! He hears a car motor coming louder, nearer. He raises the cane as high as he possibly can. His ears are pounding; he cannot tell if that car has stopped, or what. Finally, he feels the roadbed sloping down. Excited, he stumbles into the curb, and falls forward almost flat on his face, but luckily, manages to catch his balance. He stops and turns his face around, around. His father was right. He can smell tobacco, and he moves towards the smell until he’s there. He buys the Rum and Maple and begins the return, with pounding heart. Eventually, his hand touches the carved, wooden gatepost of home. The blind boy enters his father’s study holding up a small jute bag in triumph. “I brought your tobacco, Dad!”
- 18 “Thanks. Just put it on the table by the door, please. And you can keep the change as your reward.” The old man does not get out of his chair.
- 19 That was 1914. Twenty-one years later, his father lay dying, and Jim sat beside him at his sick-bed, holding his hand. “Dad,” he said, “you know that time you sent me to buy tobacco when I was just a little boy? That was the *best* thing you ever did for me, huh. It taught me self-reliance, and at just the right age too. I owe you a ton for that. All that I’ve managed to do in my life. But, oh *boy*, was I scared. And, you know, Dad, I realized recently: I *was* only seven then. Do you not think you were taking a bit of a risk?”
- 20 The old man waited a moment, then put his hand upon his son’s shoulder. “My boy,” he said, “I didn’t tell you this before. But I can tell you now. When you went for that tobacco, I was two paces behind you, every step of the way.”

³ ounce: 23 grams

⁴ shilling: coin

⁵ Model T: early automobile

- 21 After the family get-together in 1984, I said goodbye to Uncle Jim, thinking it would be the last time I'd ever see him. I was wrong. I went back to Cape Town two years later to research a historical novel, and in due course found myself a sort of guest of honour at a dinner at cousin Chloe's, amid a throng of relatives.
- 22 After dinner of salmon and lamb, Uncle Jim ensconced himself in an easy chair, with a small glass of red wine and began to hold forth. Age was making him bolder. He railed over a man who had traded on his blindness for sympathy. He told the famous story about skinny-dipping with his blind schoolmates at Worcester when someone stole their clothes. And then, remembering all of a sudden how I had called his father's memory into question two years before, he turned to me sharply and said, "Those little towns in the Cape that you mentioned, Tulbagh, and Stutterheim, and so forth, where Dad was magistrate: you look on a map, and see where Worcester is."
- 23 I didn't need the map. I understood immediately. Those small towns form a ring around Worcester. My grandfather had not sought promotion — probably had turned it down more than once — so that the family could stay close to the Blind School. "You know, magistrates were not paid very well in those days," my father used to say, to explain why he relied on a maternal uncle, rather than his parents, to send him through law school. But now I understood what my father possibly didn't: maybe magistrates were paid *quite well* enough, but this one had expensive priorities. There were six other children but Jim's needs took first place. I thought better of my grandfather when I understood that. I wished that he had lived long enough for me to meet him.
- 24 In August, 1987, Uncle Jim turned eighty.
- 25 A few days later, I decided to call Uncle Jim myself. That way at least I could say something personal. Carefully, I pressed the numbers of the country code, the city routing, and then the number. Nothing. Then there started a very noisy, urgent double ring, but no one answered. Then a taped message came on, and I couldn't catch the Afrikaans⁶. The English operator told me the line had been disconnected.
- 26 *Disconnected!* What a sinister euphemism! I felt a shame come over me, as though I had killed Uncle Jim. Then I pulled myself together and called his daughter's number.
- 27 Uncle Jim was tired, Chloe said. They'd decided to move him out of his apartment, into a room in their house. Yes, I could speak to him, but right now he was lying down. Could I call in an hour?
- 28 But an hour later the line was bad, or his hearing was weak. He kept shouting, "What's that? Come again?" He didn't seem very interested.
- 29 I summoned my powers of enunciation, and said as distinctly as I have ever spoken: "Do you mind, Uncle Jim, if I write that story about your father sending you to get tobacco?"
- 30 "Write any story you darn well please!" he shouted back.
- 31 Then, after a pause, he said, in a sharp, clear voice, "Look here, man, if you get any money out of it, make sure you send me a donation for the Lighthouse Club. We've got six Versabrailles on order, and no cash to pay for them."
- 32 "Yeah, yeah. I'll see what I can do."
- 33 "Righto," he said. And just when I meant to ask him what a Versabraille was, he hung up.

⁶ Afrikaans: *a South African language*

15. What does paragraph 2 imply about Uncle Jim?
- A. He is restless.
 - B. He is youthful.
 - C. He is determined.
 - D. He is intellectual.
16. What do paragraphs 2 to 5 imply is the purpose of the Versabril machine for blind people?
- A. It records their personal stories.
 - B. It provides them with company.
 - C. It allows them to be independent.
 - D. It helps them to adapt to new guide dogs.
17. Which is the main stylistic device used in paragraph 7?
- A. sensory imagery
 - B. parallel structure
 - C. sentence fragments
 - D. rhetorical questions
18. What does the narrator learn about his **grandfather** during his visit to Cape Town?
- A. He was unselfish.
 - B. He was ambitious.
 - C. He was independent.
 - D. He was short-tempered.
19. With reference to paragraphs 25 and 26, what does “*Disconnected!* What a sinister euphemism!” suggest about the narrator ?
- A. He is afraid that Uncle Jim has died.
 - B. He is concerned that Uncle Jim is offended.
 - C. He is frustrated with Uncle Jim’s phone service.
 - D. He is worried that Uncle Jim does not wish to speak with him.

20. Which word best describes the ending of the story?

- A. dramatic
- B. objective
- C. unresolved
- D. mysterious

21. What is the overall mood of the passage?

- A. wistful
- B. anxious
- C. regretful
- D. nostalgic

PART C: ANALYSIS OF SYNTHESIS TEXTS 1 AND 2

2 multiple-choice questions
1 written-response question
Value: 30%

Suggested Time: 35 minutes

Multiple-choice questions 22 and 23 and written-response question 2 are based on “Blindly He Goes...Up” and “Versabraille.”

22. How do the goals of Weihenmayer in “Blindly He Goes...Up” and Uncle Jim in “Versabraille” differ?
- A. Weihenmayer’s are idealistic while Uncle Jim’s are realistic.
 - B. Weihenmayer’s are personal while Uncle Jim’s are charitable.
 - C. Weihenmayer’s are physical while Uncle Jim’s are emotional.
 - D. Weihenmayer’s are motivational while Uncle Jim’s are instructional.
23. How would Weihenmayer in “Blindly He Goes...Up” most likely respond to Uncle Jim’s approach to life in “Versabraille”?
- A. He would be amused.
 - B. He would be overjoyed.
 - C. He would be indifferent.
 - D. He would be supportive.

You have **Examination Booklet Form A**. In the box above #1 on your **Answer Sheet**, ensure you filled in the bubble as follows.

Exam Booklet Form/ Cahier d’examen	A	B	C	D	E	F	G	H
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PART C: ANALYSIS OF SYNTHESIS TEXTS 1 AND 2

INSTRUCTIONS: In a multi-paragraph (**3 or more paragraphs**) expository essay of at least **300 words**, answer question 2 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space to plan your work. The mark for your answer will be based on the appropriateness of the examples you use as well as the adequacy of your explanation and the quality of your written expression.

2. Discuss the qualities that Erik Weihenmayer in “Blindly He Goes...Up” and Uncle Jim in “Versabraille” share in facing their challenges. You must refer to **both** passages in your essay.

Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

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PART D: COMPOSITION

1 written-response question
Value: 30%

Suggested Time: 35 minutes

INSTRUCTIONS: Using standard English, write in the **Response Booklet**, a coherent, unified, multi-paragraph (**3 or more paragraphs**) composition of at least **300 words** on the topic below. In your composition, you may apply any appropriate method of development including exposition, persuasion, description, and narration.

Use the **Organization and Planning** space to plan your work.

3. Write a multi-paragraph composition on the topic below. In addressing the topic, consider all possibilities. You may draw support from the experiences of others or from any aspect of your life: your reading and your experiences. You do not have to accept the basic premise of the topic.

Topic:

Happiness can be found in unlikely circumstances

Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

WRITING ON THIS PAGE WILL NOT BE MARKED

END OF EXAMINATION

ACKNOWLEDGEMENTS

Crooker, Barbara. "Ordinary Life." From *Good Poems for Hard Times*. Penguin Group. 2005.

Rushin, Steve. "Blindly He Goes...Up." *Sports Illustrated*. Time Warner. July 25, 2005. p. 17.

Schermbrucker, Bill. Adapted from "Versabaille." From *Motortherapy*. Talonbooks, 1993.

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Course Code = EN 12
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Student Instructions

1. Place your Personal Education Number (PEN) label at the top of this Booklet **AND** fill in the bubble (Form A, B, C, D, E, F, G or H) that corresponds to the letter on your Examination Booklet.
2. Use a pencil to fill in bubbles when answering questions on your Answer Sheet.
3. Use a blue- or black-ink pen when answering written-response questions in this Booklet.
4. Read the Examination Rules on the back of this Booklet.

Question 1

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Question 2

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Question 3

Marker 1

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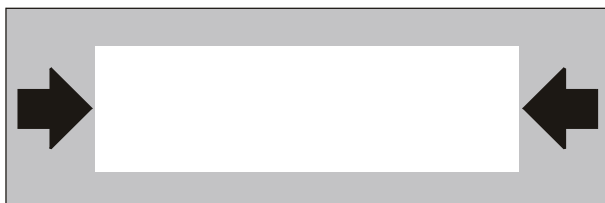
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English 12

2010/11 Released Exam

AUGUST 2011

Response Booklet



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WRITTEN-RESPONSE QUESTION

<p>PART C: ANALYSIS OF SYNTHESIS TEXTS 1 AND 2</p>

You may wish to copy the question here to refresh your memory.

Question 2:

PART C: ANALYSIS OF SYNTHESIS TEXTS 1 AND 2

A series of horizontal lines provided for writing.

PART D: COMPOSITION

You may wish to copy the question here to refresh your memory.

Question 3:

PART D: COMPOSITION

1st	
2nd	

Examination Rules

1. The time allotted for this examination is two hours.
You may, however, take up to 60 minutes of additional time to finish.
2. Answers entered in the Examination Booklet will not be marked.
3. Cheating on an examination will result in a mark of zero. The Ministry of Education considers cheating to have occurred if students break any of the following rules:
 - Students must not be in possession of or have used any secure examination materials prior to the examination session.
 - Students must not communicate with other students during the examination.
 - Students must not give or receive assistance of any kind in answering an examination question during an examination, including allowing their papers to be viewed by others or copying answers from another student's paper.
 - Students must not possess any book, paper or item that might assist in writing an examination, including a dictionary or piece of electronic equipment, that is not specifically authorized for the examination by ministry policy.
 - Students must not copy, plagiarize or present as their own, work done by any other person.
 - Students must immediately follow the invigilator's order to stop writing at the end of the examination time and must not alter an Examination Booklet, Response Booklet or Answer Sheet after the invigilator has asked students to hand in examination papers.
 - Students must not remove any piece of the examination materials from the examination room, including work pages.
4. The use of inappropriate language or content may result in a mark of zero being awarded.
5. Upon completion of the examination, return all examination materials to the supervising invigilator.